

School and Teacher Demographics

Per Pupil Expenditures \$6,092

(CCD, 1998–1999)

Number of districts 180

(CCD, 1999–2000)

Number of public schools (CCD, 1999–2000)

Elementary	Middle	High	Combined	Total
1,170	356	295	62	1,887

Number of charter schools 18

(CCD, 1999–2000)

Number of FTE teachers (CCD, 1999–2000)

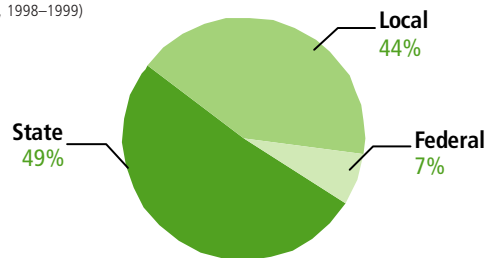
Elementary	Middle	High	Combined	Total
45,759	18,993	20,704	2,936	88,578

Public school enrollment		1993–1994	1999–2000
K–8	(CCD)	904,891	1,012,780
9–12		324,879	378,799
Total		1,235,304	1,422,762
Pre-K	(By state definition)	5,534	31,362

Sources of funding

District average

(CCD, 1998–1999)



Student Demographics

Race/ethnicity	1993–1994	1999–2000
American Indian/Alaskan Natives	1,882 *	2,182 *
Asian/Pacific Islander	17,431 1%	30,033 2%
Black	457,192 37%	540,823 38%
Hispanic	18,978 2%	56,480 4%
White	739,821 60%	776,763 55%
Other	n/a	n/a

(CCD, K–12)

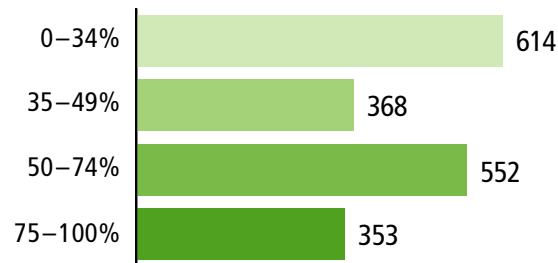
Students with disabilities (OSEP)	1993–1994	1999–2000
	106,852 9%	143,357 11%

Students with Limited English proficiency (ED /NCBE, K–12)	1993–1994	1999–2000
	11,731 1%	50,961 4%

Migratory students (OME, K–12)	1993–1994	1999–2000
	13,373 1%	n/a

All schools by percent of students eligible to participate in the Free Lunch Program

(CCD, 1999–2000)



KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate

Statewide Accountability Information

(Collected from States, January 2002 for 2001–2002 school year)

Statewide Goal for Schools on State Assessment
 Use of letter grades A–F scale with test scores.

Expected School Improvement on Assessment
 Under development.

Indicators for School Accountability
 Performance on state-developed Criterion Reference Competency Test.

Title I Adequate Yearly Progress (AYP) for Schools
 Reduce by 5% the percent of students not meeting proficient.

Title I 1999–2000	Schoolwide Programs	Targeted Assistance	Total
Number of Schools	669	363	1,032
Schools Meeting AYP Goal	65%	35%	100%
Schools Identified for Improvement	379	201	580
	57%	56%	56%
	472	186	658
	71%	51%	64%

(ED Consolidated Report, 1999–2000)

Title I allocation \$222,465,639

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, ED, 1999–2000)

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	24%	25%
Basic level and above	55%	68%
Math, 2000:		
Proficient level and above	18%	19%
Basic level and above	58%	56%

Student Achievement 1999–2000

Assessment See below

State Definition of Proficient Grades 4 and 8—Scores ≥ 300 , Grade 11—Score of ≥ 500

Elementary School

Georgia Criterion-Referenced Competency Test

Grade 4

Reading/Language Arts

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	35%	37%	28%
Title I Targeted Schools	57	34	9
High Poverty Schools			
Students with Limited English Proficiency	78	20	3
Migratory Students			
Students with Disabilities	71	22	7

Mathematics

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	38%	51%	11%
Title I Targeted Schools	61	37	2
High Poverty Schools			
Students with Limited English Proficiency	68	30	2
Migratory Students			
Students with Disabilities	74	24	3

Middle School

Georgia Criterion-Referenced Competency Test

Grade 8

Reading/Language Arts

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	25%	37%	38%
Title I Targeted Schools	39	40	22
High Poverty Schools			
Students with Limited English Proficiency	72	23	5
Migratory Students			
Students with Disabilities	68	24	8

Mathematics

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	46%	43%	11%
Title I Targeted Schools	68	27	5
High Poverty Schools			
Students with Limited English Proficiency	76	21	3
Migratory Students			
Students with Disabilities	87	12	1

High School

Georgia Graduation Test

Grade 11

Reading/Language Arts

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	7%	39%	54%
Title I Schools	8	47	45
High Poverty Schools	13	46	41
Students with Limited English Proficiency	50	51 (meet or exceed)	
Migratory Students			
Students with Disabilities	32	68 (meet or exceed)	

Mathematics

Students in:	Did Not Meet	Meets Standard	Exceeds Standard
All Schools	10%	43%	47%
Title I Schools	10	51	39
High Poverty Schools	20	45	36
Students with Limited English Proficiency	28	72 (meet or exceed)	
Migratory Students			
Students with Disabilities	44	56 (meet or exceed)	

High School Indicators

High school dropout rate (CCD, event)	1993–94 9%	1998–99 7%
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Postsecondary enrollment (IPEDS, High school grads enrolled in college)	1994–95 36,792 65%	1998–99 38,771 66%
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KEY: * = Less than 0.5 percent
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 High Poverty Schools = 75–100% students receiving free/reduced lunch